



**March 2006**

**Grade Eight**

**Proficiency Assessment (GEPA)**

**Score Interpretation Manual**

June 2006

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**MARCH 2006**  
**GRADE EIGHT PROFICIENCY ASSESSMENT (GEPA)**

**SCORE INTERPRETATION MANUAL**

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## FOR ASSISTANCE

If you have questions regarding the GEPA score interpretation, call Jo-Lin Liang, GEPA measurement specialist, at (609) 633-6884 or Stacy Shack, GEPA Coordinator, at (609) 777-3672.

If you have questions regarding Adequate Yearly Progress (AYP), please contact the Office of Title I Program Planning and Accountability at (609) 943-4283.

If you have questions regarding report distribution or purchasing data files for your students, call Pearson Educational Measurement (PEM) at (800) 627-7990. When prompted, enter the state code #831 for New Jersey and option1 for GEPA.

If you have questions regarding the GEPA policy and administration, contact Stacy Shack, GEPA coordinator, at (609) 777-3672.

# **PART 1: INTRODUCTION AND OVERVIEW OF ASSESSMENT PROGRAM**

## **HOW TO USE THIS BOOKLET**

This booklet provides a broad range of detailed information about test results of the March administration of the Grade Eight Proficiency Assessment (GEPA). It is organized as a resource for teachers and administrators who need to discuss the score reports with others. Information contained in this booklet is outlined as follows:

**Part 1:** Introduction and Overview of Assessment Program

Describes the content of each test section for GEPA: Language Arts Literacy, Mathematics, and Science

**Part 2:** Interpreting GEPA Results

Discusses the GEPA scale scores, the standard setting process for determining the score ranges for each of the proficiency levels, information about scoring each test, and the process and schedule for automatic rescores

**Part 3:** Sample Cycle I Reports

Provides examples of each report and describes the meaning of the data

**Part 4:** Sample Cycle II Reports

Provides examples of each report and describes the meaning of the data

**Part 5:** Using Test Information for Student Reports

Provides information about assisting students who score below the minimum level of proficiency on one or more sections of the test

**Part 6:** Using Test Information for School and District Reports

Provides information about interpreting Cycle II data and identifying areas that may need improvement

**Part 7:** Communicating Test Information

Provides information about communicating test results and publicly releasing test information

**Appendix A:** Lists terms used in this booklet and on the score reports

**Appendix B:** Provides scoring rubrics

**Appendix C:** Provides an explanation of the district factor group (DFGs)

**Appendix D:** Lists frequently asked questions and answers

For information about the knowledge and skills tested on the GEPA, see the following documents published by the New Jersey State Department of Education:

*Directory of Test Specifications and Sample Items for the Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA), and High School Proficiency Assessment (HSPA) in Language Arts Literacy.*

*Directory of Test Specifications and Sample Items for the Grade Eight Proficiency Assessment (GEPA) and the High School Proficiency Assessment (HSPA) in Mathematics.*

*Directory of Test Specifications and Sample Items for the Grade Eight Proficiency Assessment (GEPA) and the High School Proficiency Assessment (HSPA) in Science.*

## **TEST SECURITY**

The GEPA is a secure test, and items and passages contained therein must remain confidential because some of the test items will reappear in future versions of the tests. This is done to maintain the stability of the test item pools over time from a technical perspective and to enable comparisons to be made from one year to the next. Examiners, proctors, and other school personnel are NOT to look at, discuss, or disclose any test items before, during, or after the test administration.

## **OUTLINE OF REPORTING PROCESS**

To help school personnel identify the needs of each student tested and to assist in the evaluation of school and district programs, a variety of reports have been produced and distributed. This booklet has been developed to assist in the analysis, interpretation, and use of the different types of GEPA reports. The data contained in the reports can help identify the types of instruction needed in the coming year for students whose results indicate the need for instructional intervention. In addition, these data will help both school and district personnel identify curricular strengths and needs and prepare instructional plans to meet identified needs.

In June, districts will receive Cycle I Reports (preliminary) that will contain individual student results along with school and district summary data. In mid-July, districts will receive Cycle II reports (final) which contain summary results for school, district, district factor group (DFG), and statewide data. Cycle II reports allow for further disaggregation of the total student population such as gender, migrant status, ethnicity, and economic status. Cycle II data will be used by the Office of Title I Program and Planning and Accountability for AYP calculations.

A State Summary for each of the tests will be completed and posted on the NJDOE website around mid-January (<http://www.state.nj.us/njded/schools/achievement/index.html>).

Districts are required to report test results to their boards of education and to the public within 30 days after receiving test reports. Parts 5 and 6 of this booklet provide specific guidance and requirements regarding the use of the test information and the public release of test results.

Table 1 lists reports distributed to districts during Cycle I and Cycle II reporting.

Table 2 summarizes critical events for the recipients of the GEPA score reports. This summary is a suggested reporting process. Districts may have to modify the assignment of these tasks because of staffing or organizational characteristics.

<b>Table 1: GEPA Reports</b>			
<b>Report</b>	<b>Copies to School</b>	<b>Copies to District</b>	<b>Copies to County</b>
<b>Cycle I Reports</b>			
Individual Student Report*	2 per student		
Student Sticker*	1 per student		
All Sections Roster	2	1	1
School Student Roster:			
- Language Arts Literacy	2		
- Mathematics	2		
- Science	2		
Summary of School Performance			
- Language Arts Literacy	2	1	
- Mathematics	2	1	
- Science	2	1	
Summary of District Performance			
- Language Arts Literacy		1	1
- Mathematics		1	1
- Science		1	1
Preliminary Performance by Demographic Groups, by subject, by:			
- School	2	1	1
- District		1	1
<b>Cycle II Reports**</b>			
Performance by Demographic Groups, by subject, by:			
- School	1	1	
- District		1	1
- State (DFG, Special Needs, and Non-Special Needs information included in above reports)			1
- District Designed (if applicable)	1		
Cluster Means, for each subject, by			
- School	1	1	
- District		1	1
- District Designed (if applicable)	1		

\* Private schools receives an ISR and sticker only for students attending their schools

\*\* Cycle II report data may differ from Cycle I summary data if your school or district requested rescoring which were approved by the New Jersey Department of Education.

**Table 2: Suggested Reporting Process for GEPA Reports**

District	School	Teacher
<ul style="list-style-type: none"> <li>• Receives reports</li> <li>• Delivers reports to schools: <ul style="list-style-type: none"> <li>Stickers</li> <li>ISRs*</li> <li>School Student Rosters</li> <li>All Sections Rosters</li> <li>Summaries of School Performance</li> <li>School Preliminary Performance by Demographic Groups</li> </ul> </li> <li>• Retains and reviews: <ul style="list-style-type: none"> <li>All Sections Rosters</li> <li>Summaries of School Performance</li> <li>Summaries of District Performance</li> <li>School Preliminary Performance by Demographic Groups</li> <li>District Preliminary Performance by Demographic Groups</li> </ul> </li> <li>• Reviews reports to determine program needs</li> <li>• Reviews change requests</li> <li>• Prepares public report</li> <li>• Releases information to the public</li> </ul>	<ul style="list-style-type: none"> <li>• Receives reports</li> <li>• Delivers ISRs* to teacher(s)</li> <li>• Retains and reviews: <ul style="list-style-type: none"> <li>ISRs*</li> <li>School Student Rosters</li> <li>All Sections Roster</li> <li>Summaries of School Performance</li> <li>School Preliminary Performance by Demographic Groups</li> </ul> </li> <li>• Prepares parent/guardian letters</li> <li>• Reviews reports to determine program needs</li> <li>• Reviews student ISIPs**</li> <li>• Files ISRs*</li> <li>• Attaches stickers to cumulative folders</li> </ul>	<ul style="list-style-type: none"> <li>• Receives ISRs*</li> <li>• Reviews ISRs* to determine instructional needs</li> <li>• Meets with students</li> <li>• Sends home: <ul style="list-style-type: none"> <li>ISR*</li> <li>parent/ guardian letter</li> </ul> </li> </ul>

\* Individual Student Report—one is also sent to Private Schools

\*\* Individual Student Improvement Plan

## **OVERVIEW OF THE STATEWIDE TESTING PROGRAM FOR EIGHTH GRADE STUDENTS**

In May 1996, the State Board of Education adopted Core Curriculum Content Standards to describe what all students should know and be able to do at the end of fourth grade, eighth grade, and upon completion of a New Jersey public school education. The Core Curriculum Standards delineate New Jersey's expectations for student learning. All New Jersey school districts are required to organize instruction and design curricula so that virtually all students achieve these content standards. The Core Curriculum Content Standards defined the development of three statewide assessments: the Elementary School Proficiency Assessment Program, which was administered from 1997-2002; the GEPA, which replaced the Early Warning Test in 1998; and the High School Proficiency Assessment, which replaced the High School Proficiency Test as the state's graduation requirement for all students who entered the eleventh grade in the fall of 2001.

Previously, in 1988, the New Jersey Legislature passed a law which established the Early Warning Test. The Legislature moved the High School Proficiency Test from the ninth grade to the eleventh grade. The Grade 11 High School Proficiency Test assessed essential Reading, Mathematics, and Writing skills. It served as a graduation requirement for all public school students in New Jersey who entered ninth grade on or after September 1, 1991, and prior to fall of 2001.

The Early Warning Test was similar to the High School Proficiency Test in eleventh grade because it also measured basic skills in reading, mathematics, and writing. The Early Warning Test was administered to all eighth-grade students each spring to determine whether they were making satisfactory progress in mastering the skills they would need to pass the High School Proficiency Test in the eleventh grade. The Early Warning Test was first administered as an operational test in March 1994.

The Grade Eight Proficiency Assessment (GEPA), which replaced the Grade 8 Early Warning Test (EWT), is aligned with the New Jersey Core Curriculum Content Standards. Following the adoption of the Core Curriculum Standards in 1996, the development of the GEPA was defined. The GEPA was initially administered as field tests in Language Arts Literacy and Mathematics. In March 1999, the GEPA was administered for the first time as an operational assessment. Additional field tests in Language Arts Literacy, Mathematics, and Science were also administered and the GEPA Speaking assessment was pilot tested. In March 2000, Science was included in GEPA as an operational test for the first time.

Because the State Board required that the Core Curriculum Content Standards be reviewed and revised every five years, a review process began in May 2001 involving teachers, school administrators, students, parents, and representatives from business, higher education, and the community.

The language arts literacy, mathematics, and science standards were adopted by the State Board of Education in July 2002. In April 2004, the language arts literacy standards were revised to comply with the requirements of the No Child Left Behind Act of 2001 (NCLB) and readopted by the Board.

The GEPA is intended to evaluate the progress students are making in mastering the knowledge and skills required by the end of the eighth grade and in mastering the knowledge and skills they will need to pass the HSPA. The GEPA should serve as a primary indicator for identifying those students who may need instructional intervention. The test should also serve as an indicator for determining which local education programs may need revisions to ensure that instructional programs are aligned with the Core Curriculum Content Standards.

Three proficiency levels have been determined for each of the sections of the GEPA: Partially Proficient, Proficient, and Advanced Proficient. Students scoring in the lowest level, Partially Proficient, are considered to be below the state minimum level of proficiency. These students may need instructional intervention. Instructional decisions for all students are to be determined only after additional information is considered, e.g., classroom tests, teacher observations.

The 2006 GEPA assessed three content areas: Language Arts Literacy, Mathematics, and Science.

## OVERVIEW OF GEPA TESTS

### Language Arts Literacy

The Language Arts Literacy assesses knowledge and skills in two clusters: reading and writing. The Reading cluster targets two skill sets: Interpreting Text and Analyzing/Critiquing Text. The reading component asks students to read real-world texts and to answer related questions (e.g., narrative passages selected from published books, newspapers, magazines, and everyday text). The reading component includes both multiple-choice and open-ended questions. There are two open-ended items for each of the reading passages.

The Writing cluster consists of two writing activities: a writing/speculate task in response to a picture, and a persuasive writing task. All tasks in the writing component require students to write a response.

- Reading
  - Interpreting Text
  - Analyzing/Critiquing Text
- Writing
  - Speculate (picture)
  - Persuade

For an in-depth description of the Language Arts Literacy assessment, refer to the *Directory of Test Specifications and Sample Items for the Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA), and High School Proficiency Assessment (HSPA) in Language Arts Literacy*.

### Mathematics

The Mathematics test measures students' ability to solve problems by applying mathematical concepts. The Mathematics component measures knowledge and skills in four clusters:

- Number and Numerical Operations
- Geometry and Measurement
- Patterns and Algebra
- Data Analysis, Probability, and Discrete Mathematics

Mathematics contains both multiple-choice and open-ended items. The open-ended items require students to solve a problem as well as explain their solution. The Geometry and Measurement and the Patterns and Algebra clusters each contain one open-ended item. The Number and Numerical Operations, and the Data Analysis, Probability, and Discrete Mathematics clusters each contain two open-ended items.

Mathematics items are also classified and reported as Knowledge (requiring conceptual understanding or procedural knowledge) and Problem Solving (applying mathematical concepts).

For an in-depth description of the Mathematics assessment, refer to the *Directory of Test Specifications and Sample Items for the Grade Eight Proficiency Assessment (GEPA) in Mathematics*.

## Science

The Science component measures students' ability to recall information and to solve problems by applying science concepts. The Science test assesses knowledge and application skills in three clusters, each cluster contains multiple-choice items and one open-ended item:

- Life Science
- Physical Science
- Earth Science

Science items are also classified and reported as Knowledge (Comprehension and Science, Society/Technology) and Application (Habits of Mind/Inquiry and Mathematics).

For an in-depth description of the Science assessment, refer to the *Directory of Test Specifications and Sample Items for the Grade Eight Proficiency Assessment (GEPA) and the High School Proficiency Assessment (HSPA) in Science*.

## PART 2: INTERPRETING GEPA RESULTS

Understanding the testing process includes having knowledge of the test content, the testing procedures, the meaning of test results, and ways in which those results can be used. This section focuses on the meaning of the GEPA test results and the cautions that should be taken in interpreting them.

### DETERMINING THE PROFICIENCY LEVELS

Proficiency-level-setting study for Language Arts Literacy and Mathematics was conducted June 8-11, 1999, to describe and delineate the thresholds of performance for each content area that are indicative of Partially Proficient, Proficient, and Advanced Proficient performance of the targeted skills. Results from this study were used to formulate recommendations to the Commissioner of Education and the New Jersey Board of Education for the adoption of the cutoff scores (i.e., proficiency levels) for the GEPA.

Participants in the proficiency-level-setting study were chosen because of their qualifications as judges of student performance and content expertise. The judges represented the general population of New Jersey educators. Special care was taken to ensure adequate professional, gender, racial/ethnic, regional, and District Factor Group (DFG) representation on all panels.

Holistic sorting method was used for the GEPA proficiency-level-setting study. The judges reviewed student papers sampled to represent the full range of student scores from the March 1999 GEPA administration. The judges were asked to classify student work into three categories: Partially Proficient, Proficient, and Advanced Proficient. The method is holistic because judges have to consider students' responses to multiple-choice and open-ended questions. The judges had the opportunity to review, discuss, and modify their classifications. Using a logistic regression method, two cutoff scores were calculated based on judges' classifications. The two cutoff scores yielded three proficiency levels. Before they finalized their recommended cutoff scores, the judges examined how the cutoff scores affected all New Jersey eighth graders who took the March 1999 GEPA.

Through a statistical equating procedure, the GEPA scores will be comparable from year to year beginning with the comparison of 1999 to 2000. Equating can assure comparability across tests so students are not unfairly advantaged or disadvantaged by minor fluctuations in the difficulty of test questions. The March 1999 GEPA is the base year for equating Language Arts Literacy and Mathematics.

A proficiency-level-setting study for Science was conducted July 10-12, 2000. The methodology and procedures used mirrored those utilized throughout the previous study of Language Arts Literacy and Mathematics. The resulting cutoff scores were adopted by the New Jersey Board of Education in August 2000.

The GEPA scores **must not be** compared to the EWT scores because the two tests differ in test specifications, proficiency levels, and types of test questions.

## DESCRIPTIONS OF THE GEPA SCALE SCORES

The GEPA scores are reported in scale scores with a range of 100 to 300. Note that 100 and 300 are a theoretical floor and ceiling and may not actually be observed. The scale score of 250 is the cut point between Proficient students and Advanced Proficient students. The scale score of 200 is the cut point between Proficient students and Partially Proficient students. The score ranges are as follows:

Partially Proficient	100-199
Proficient	200-249
Advanced Proficient	250-300

Partially Proficient is considered to be below the state minimum level of proficiency. Students at this proficiency level may need additional instructional support, which could be in the form of individual or programmatic intervention.

**IT IS IMPORTANT THAT DISTRICTS CONSIDER MULTIPLE MEASURES WITH ALL STUDENTS BEFORE MAKING DECISIONS ABOUT STUDENTS' INSTRUCTIONAL PLACEMENT.**

## OTHER TEST INFORMATION

In addition to the total scores in Language Arts Literacy, Mathematics, and Science, the various score reports contain the following information for each cluster (scores at the cluster level are raw scores):

***Your Points:*** This number represents the number of raw score points a student received out of the total possible points for each cluster.

***Just Proficient Mean:*** This number represents the average (mean) number of score points received for each cluster by all students in the state whose scale scores are 200 for a particular content. Students who took Large-Print or Braille forms are excluded from calculating just proficient means.

***Points Earned:*** This number represents the number of points a student received for a given cluster. On the Student Roster for Language Arts Literacy, the "Points Earned" is provided for Reading and Writing as well as for each of the writing tasks. The writing/speculate and writing/persuade are scored using the Registered Holistic Scoring Rubric. This rubric yields score ranges from 1 (inadequate command of written language) to 6 (superior command of written language). Each response is rated independently by two separate scorers, with a third reader if the two scores are not equal or adjacent.

***Points Possible:*** Table 3 summarizes the total points possible for GEPA by content area.

<b>Table 3: Total Points Possible for the GEPA by Content Area in 2006</b>			
<b>Language Arts Literacy</b>			
<b>Total</b>	<b>54 points</b>		
Reading	36 points		
Writing	18 points		
Writing/Speculate (picture)	6 points	1-6 points, ratings averaged	
Writing/Persuade	12 points	1-6 points, ratings summed	
Interpreting Text	20 points		
Analyzing/Critiquing Text	16 points		
<b>Mathematics</b>			
<b>Total</b>	<b>48 points</b>		
Number and Numerical Operations	12 points		
Geometry and Measurement	12 points		
Patterns and Algebra	12 points		
Data Analysis, Probability, and Discrete Mathematics	12 points		
Knowledge	48 points		
Problem Solving	36 points		
<b>Science</b>			
<b>Total</b>	<b>54 points</b>		
Life	22 points		
Physical	16 points		
Earth	16 points		
Knowledge	12 points		
Application	42 points		

Scoring rubrics for Language Arts Literacy, Mathematics, and Science are included in Appendix B.

## **AUTOMATIC RESCORING**

Beginning in 2003, GEPA adopted automatic rescoring of all open-ended responses for all students who receive a scale score ranging from 197 to 199. Districts no longer need to submit a rescore request. This automatic scoring process provides an opportunity to detect possible scoring anomalies and afford every eligible student the benefit of another examination and additional consideration of their open-ended responses.

All districts and private schools will receive new Individual Student Reports (ISR) and stickers for those students regardless of whether or not the score changed. Any change of score as the results of the automatic rescoring will be reflected in the Cycle II reports.



## PART 3: SAMPLE CYCLE I REPORTS

Test results are most useful when they are reported in a way that allows educators to focus on pertinent information. Report forms designed to meet this need extend the effectiveness of a testing program by making it easier to use test results for educational planning.

The sample reports in this manual are prepared with fictitious data for illustrative purposes. They do not represent the real scores for the most recent test administration. Figures 1–9 show examples of the Individual Student Reports, Student Rosters, and summary reports slightly reduced in size. The Individual Student Reports provide data that may be used to help identify student strengths and needs. The Student Rosters and school and district summaries help identify program strengths and needs.

### STUDENT STICKER

**General Information:** The Student Sticker (Figure 1) is produced alphabetically, and one sticker for each student within the school is provided. A second sticker is sent to private schools when a student attends the private school as an Out of District Placement (ODP). It is a peel-off label approximately 5 inches by 2 inches and is designed to be easily attached to the student's permanent record.

**Identification Information:** Student Name, Test ID Number, Date of Birth (DOB), and Gender are reported, along with the County, District, and School codes and names.

A through M (see Special Education Codes in Glossary of Appendix A) is indicated after SE if a student was coded as a special education student.

The first letter of a content area (L, M, and S) is shown after APA if a student was coded as taking the APA.

<, 1, 2, 3, or F is indicated after LEP (see LEP in Appendix A) if a student was coded as limited English proficient.


The first letter of a content area (L, M, and S) is indicated after T-I if a student was coded as receiving Title I services for any of the three content areas.

**Test Results Information:** Designations of the proficiency levels are printed next to the Language Arts Literacy, Mathematics, and Science scale scores. Voids, where applicable, are noted.

Figure 1:  
Student Sticker

NEW JERSEY GRADE EIGHT PROFICIENCY ASSESSMENT		
March 2006		
STUDENT: SMITH, MICHAEL		
TEST ID: 00007330229		
DOB: 04/04/XX	GENDER: M	DIST/CITY STUDENT ID:
SE:	APA:	LEP: T-I:
COUNTY: 99	MIDSTATE	
DISTRICT: 999	MIDSTATE	
SCHOOL: 999	MIDSTATE M.S.	
SAMPLE		
LANGUAGE ARTS LITERACY:	196	PARTIALLY PROFICIENT
MATHEMATICS:	233	PROFICIENT
SCIENCE	236	PROFICIENT

Figure 2:  
Individual Student Report (ISR)  
Front

<p><b>Test Date:</b> March 2006</p> <p><b>County:</b> 99 MIDSTATES</p> <p><b>District:</b> 9999 MIDSTATES</p> <p><b>School:</b> 999 MIDSTATES M.S.</p> <p><b>Student Name:</b> BRADLEY, DENIECE</p>		<p><b>Date of Birth:</b> 01/11/YY</p> <p><b>Gender:</b> F</p> <p><b>LEP:</b></p> <p><b>SE:</b></p> <p><b>APA:</b></p> <p><b>Title I:</b></p>		<p><b>Test ID No.:</b> 0007381924</p> <p><b>Answer Folder No.:</b> 054321</p> <p><b>District/School Student ID No.:</b></p>			
<p align="center"><b>New Jersey Statewide Assessment System</b></p> <p align="center"><b>Grade Eight Proficiency Assessment</b></p> <p align="center"><b>Individual Student Report</b></p>				<p align="center"><b>Partially Proficient: Score BELOW 200</b></p> <p align="center"><b>Proficient: Score AT OR ABOVE 200 but BELOW 250</b></p> <p align="center"><b>Advanced Proficient: Score AT OR ABOVE 250</b></p>			
<p><b>Content Area</b></p>		<p><b>Your Score</b></p>		<p><b>Proficiency Level</b></p>			
<p><b>Language Arts Literacy</b></p>		<p><b>235</b></p>		<p><b>Proficient</b></p>			
<p><b>Mathematics</b></p>		<p><b>243</b></p>		<p><b>Proficient</b></p>			
<p><b>Science</b></p>		<p><b>242</b></p>		<p><b>Proficient</b></p>			

Language Arts Literacy				Mathematics				Science			
<p>The Language Arts Literacy section assesses a student's abilities in the following clusters. A check mark indicates areas of possible strength.</p>				<p>The Mathematics section assesses a student's abilities in the following clusters. A check mark indicates areas of possible strength.</p>				<p>The Science section assesses a student's abilities in the following clusters. A check mark indicates areas of possible strength.</p>			
<b>Cluster</b>	<b>Your Score</b>	<b>Just Proficient Mean</b>		<b>Cluster</b>	<b>Your Score</b>	<b>Just Proficient Mean</b>		<b>Cluster</b>	<b>Your Score</b>	<b>Just Proficient Mean</b>	
Writing	15.0 out of 18	9.0	✓	Number & Numerical Operations	11.0 out of 12	5.9	✓	Life Science	7.0 out of 22	8.5	
Reading	25.0 out of 36	20.0	✓	Geometry & Measurement	8.5 out of 12	5.0	✓	Physical Science	15.0 out of 16	7.1	✓
				Patterns & Algebra	8.5 out of 12	6.6	✓	Earth Science	7.0 out of 16	6.4	✓
Interpreting Text	11.5 out of 20	11.0	✓	Data Analysis, Probability, & Discrete Mathematics	9.0 out of 12	7.5	✓	Knowledge	10.0 out of 12	5.5	
Analyzing/Critiquing Text	15.0 out of 16	9.0	✓	Knowledge	37.0 out of 48	25.0	✓	Application	19.0 out of 42	16.5	✓
				Problem Solving Skills	18.5 out of 36	18.2	✓				

**Note: The scores in this report are for illustrative purposes only.** For example, the raw score to scale score conversions are not necessarily the same as those used in the actual reports.

Figure 3:  
Individual Student Report (ISR)  
Back

## ABOUT THE GRADE EIGHT PROFICIENCY ASSESSMENT

The Grade Eight Proficiency Assessment (GEPA) was administered in March 2006 to approximately 109,000 eighth-graders throughout New Jersey. The 2006 GEPA measured students' knowledge and skills in three important content areas — Language Arts Literacy, Mathematics, and Science. The GEPA focuses on the knowledge and skills needed for future success in high school and beyond high school.

The GEPA Language Arts Literacy section measures both reading and writing. The Reading component asks students to read real-world texts and to answer related questions. It contains both multiple-choice and open-ended items. The open-ended items require students to write a few sentences or a few paragraphs to answer a question about the text. The Writing component asks students to write two essays. Both the tasks in the Writing component require students to write a response.

The GEPA Mathematics section measures students' abilities to solve problems using mathematical concepts. The components in this section measure: Number and Numerical Operations; Geometry and Measurement. Patterns and Algebra; Data Analysis, Probability, and Discrete Mathematics. The Mathematics section, like the Reading component of the Language Arts Literacy section, contains both multiple-choice and open-ended items. The open-ended items require students to solve a problem as well as explain their solution.

The GEPA Science section measures students' knowledge and skills in Life Science, Physical Science, and Earth Science. The Science section contains both multiple-choice and open-ended items. The open-ended items require students to respond to a question as well as explain their answer.

Carefully trained readers score the open-ended items and essays. Two readers independently score each student's response to ensure the accuracy of each student's results.

The GEPA serves as an early warning for possible difficulties on the High School Proficiency Assessment (HSPA). Beginning with students who entered their junior year in 2001–2002, the HSPA is the "test of record" for receiving a high school diploma. All students are required to receive a score of "proficient" or higher on each section of the HSPA to earn a New Jersey-endorsed high school diploma. (The HSPA replaced the High School Proficiency Test or HSPT.)

## HOW TO READ THIS REPORT

This *Individual Student Report* presents your child's Language Arts Literacy, Mathematics, and Science scores on the 2006 GEPA. The report is available only to parents, guardians, students, and authorized school personnel. If you have any questions about the report or how to interpret the scores, you should contact your child's teacher or principal.

Your child's total GEPA Language Arts Literacy, Mathematics, and Science scores are presented in the box on the top half of the report. In the column labeled **Your Score**, your child's scale score for each GEPA section is printed. To the right of the scale score is a column labeled **Proficiency Level**. If the scale score is below 200, your child is "Partially Proficient" in that content area. If the scale score is at or above 200 but below 250, your child is "Proficient" in that content area. Finally, if the scale score is at or above 250, your child is "Advanced Proficient" in that content area. Scores below 200 may indicate a need for additional instructional assistance. However, like any single test score, GEPA results should not be used as the sole basis for instructional decisions.

Additional information to assist in identifying your child's strengths and weaknesses is presented on the bottom half of the report. Cluster-level results show how your child performed on the sets of items that measure particular knowledge and skills (clusters above the line) or particular processes (clusters below the line). Though an item on the GEPA can contribute to a cluster above the line (for example, Reading) as well as a cluster below the line (for example, Interpreting Text), each item is counted only once in the total score.

For each cluster, the column to the right of the cluster name, labeled, **Your Score** shows the number of points your child earned on the clusters. The right-most column for each content area, labeled **Just Proficient Mean**, is a yardstick against which to measure your child's cluster score. It is calculated by taking the average of the raw scores of all the students across the state whose scale scores are 200 for a particular content area. For example, among all students who scored at 200 for the GEPA Language Arts Literacy section, the reading cluster score was 20.0. If your child scored at or above 20.0 for this cluster, a check mark (✓) indicates this area is a possible strength for your child. If your child scored below 20.0 on this cluster, he or she may need additional help in this area.

At the top of the report, a notation may appear if, for some reason, your child's test booklet was not scored. These reasons include illness (V1), cheating or disruptive behavior (V2), or not an eighth grader (V3). For Mathematics and Science, if a student attempted less than 20% of the items, no cluster data will appear and instead of **Your Score** the report will indicate a V4. For Language Arts Literacy, if a student attempted less than 20% of the items on each of the two testing days, no cluster data will appear and instead of **Your Score** the Language Arts Literacy report will indicate a V4. If a student attempted at least 20% of the items on one of the two testing days, but did not attempt 20% on the other testing day, a V4 will appear in **Your Score** for Language Arts Literacy but cluster scores will be provided on the report. If a student did not take a section of the test, no cluster data will appear and instead of your score, the report will indicate **Not Present**.

## INDIVIDUAL STUDENT REPORT (ISR)

**General Information:** The Individual Student Report (ISR), shown in sample format as Figures 2 and 3, is produced in alphabetical sequence for students within the school. Two copies of this report are produced for every student tested, one for the student's permanent folder after the results are analyzed and the other for the student's parent/guardian to be shared in a manner determined by the local district. A third ISR is sent to private schools when the student attends a private school as an Out of District Placement.

**Identification Information:** Student Name, Date of Birth (DOB), Gender, Test ID Number, and District/School Student ID Number (if used) are reported along with the County, District, and School codes and names.

<, 1, 2, 3, or F is indicated after LEP (see LEP in Appendix A) if the student was coded as limited English proficient.

A through M (see Special Education Codes in the Glossary of Appendix A) is indicated after SE if a student was coded as a special education student.

The first letter of a content area (L, M, and S) is indicated after APA if a student was coded as taking the APA.

The first letter of a content area (L, M, and S) is shown after T-I if a student was coded as receiving Title I services for any of the content areas.

**Test Results Information:** The scale scores in Language Arts Literacy, Mathematics, and Science are provided, along with cluster data.

**Your Scale Score:** The total content area score is a scale score based on the combination of the number of correct multiple-choice items and number of points earned for open-ended items and writing tasks. The total scores for each content area are reported as scale scores with a range of 100 to 300. The scale scores of 100 and 300 are a theoretical floor and ceiling; these scores may not be actually observed. The Proficient cut score is 200 for each content area. The Advanced Proficient cut score is 250 for each content area.

A student's answer folder may be voided at the time of testing due to illness, disruptive behavior, or some other reason. The number of points earned for each cluster would be blank; instead of a total score, this report would list V1 (voided due to illness), V2 (voided due to cheating or disruptive behavior), V3 (voided due to the student not being an eighth grader), or V5 (voided due to breach of security by a school or district). In addition, a student's test booklet may be voided at the time of scoring. If a student attempted less than 20 percent of the items on a total test section, no cluster data will appear; and instead of **Your Scale Score**, the report will list a V4. For Language Arts Literacy, if a student attempted less than 20 percent of the items on one of two testing days but did attempt 20 percent or more on the other testing day, a V4 will appear in **Your Scale Score**; but cluster data will be provided on the report.

**Cluster Data:** Cluster data are provided to help identify students' strengths and weaknesses. **Your Points** represents the student's raw cluster scores. These scores are calculated by adding together the number of multiple-choice items answered correctly and the total points received for open-ended items (as well as writing tasks in Language Arts Literacy). The number of possible points for each cluster is indicated at the end of this column. The right-most column for each content area, labeled **Just Proficient Mean**, is the average score for all the students across the state whose scale scores are 200 on a particular content area, after excluding Large-Print and Braille students.

At the bottom of each ISR (below the line), additional information is given regarding a student's performance. A description of this information follows:

The GEPA Language Arts Literacy items engage students in "Interpreting Text" and "Analyzing/Critiquing Text." The data provided in these areas can be useful when looking at student performance as well as program performance. Interpreting Text and Analyzing/Critiquing Text are comprised of items from the Reading section. Each item contributes only once to the total GEPA Language Arts Literacy score.

The Mathematics test also assesses the way students think. Items are classified as Knowledge (requiring conceptual understanding or procedural knowledge) and Problem Solving. Data is provided to show students' performance in these two areas. Each item contributes only once to the total Mathematics score.

Students' knowledge and skills in the GEPA Science test can be divided into Knowledge (core knowledge/comprehension, science, society, and technology) and Application (habits of the mind and inquiry and mathematics). Data is provided to show a student's performance in these two areas. Each item contributes only once to the total Science score.

Figure 4:  
All Sections Roster

New Jersey Statewide Testing System  
Grade Eight Proficiency Assessment  
All Sections Roster

TEST DATE: March 2006  
REPORT PRINTED:  
COUNTY: 99 MIDSTATE  
DISTRICT: 9999 MIDSTATE  
SCHOOL: 999 MIDSTATE E.S.

PAGE: 1  
ANSWER FOLDERS PROCESSED: 10

STUDENT NAME/ TEST ID NO.		DATE OF BIRTH	GENDER	ETHNIC CODES	TIS < 1	TID < 1	LEP	SE	APA	T-I	ED	MI	ODP	ORP	LANGUAGE ARTS LITERACY		MATHEMATICS		SCIENCE	
															TOTAL SCORE	PROFICIENCY LEVEL	TOTAL SCORE	PROFICIENCY LEVEL	TOTAL SCORE	PROFICIENCY LEVEL
BOONE	DANIEL M	02/15/YY	M							M					213	PROFICIENT	213	PROFICIENT	213	PROFICIENT
4564564560	NICHOLAS J	11/28/YY	M												269	ADV. PROF.	269	ADV. PROF.	269	ADV. PROF.
CAGE	DUANE D	04/04/YY	M												V4		NP		V4	
4444444444	RICHARD L	09/01/YY	M							M					181	PART. PROF.	181	PART. PROF.	181	PART. PROF.
DEUTSCH	AUMAYYA	12/25/YY	F	I											233	PROFICIENT	233	PROFICIENT	233	PROFICIENT
0000654321	JOSE I	01/09/YY	M				3			ML					192	PART. PROF.	192	PART. PROF.	192	PART. PROF.
HARDIN	ARIELLE	02/18/YY	F												199	PART. PROF.	199	PART. PROF.	199	PART. PROF.
3333333333	ASHLEY M	12/20/YY	F												218	PROFICIENT	218	PROFICIENT	218	PROFICIENT
JORDAN	NILSON	07/09/YY	M							M					209	PROFICIENT	209	PROFICIENT	209	PROFICIENT
6666666666	CHRIS M	05/01/YY	M							M					237	PROFICIENT	237	PROFICIENT	237	PROFICIENT
MERARDO																				
9999999999																				
MERMAID																				
8888888888																				
MOROOL																				
1231231230																				
RAMON																				
7777777777																				
REAGAN																				
5555555555																				

Note: The scores in this report are for illustrative purposes only. For example, the raw score to scale score conversions are not necessarily the same as those used in the actual reports.

## ALL SECTIONS ROSTER

**General Information:** The All Sections Roster (Figure 4) provides a convenient method for reviewing students' complete test results. The report displays student names in alphabetical order (last name first). Users of this report can quickly determine how a particular student performed in all three content areas: Language Arts Literacy, Mathematics, and Science.

**School Identification Information:** The names and code numbers of the county, district, and school are indicated, along with the testing date.

**Student Identification Information:** Below each student's name is the Test ID Number assigned to that student. Next to each student's name and Test ID Number is the following student identification information:

- Date of Birth (DOB)
- Gender is indicated by M (male) or F (female).
- Ethnic codes
- Y (for yes) is indicated in the TIS<1 column if a student was coded as being enrolled in the school for less than a year.
- Y (for yes) is indicated in the TID<1 column if a student was coded as being enrolled in the district for less than a year.
- <, 1, 2, 3, or F is indicated in the LEP column if a student was coded as limited English proficient (see LEP in Appendix A). If multiple bubbles were colored, a Y will appear in this column.
- A through M (see Special Education Codes in the Glossary of Appendix A) is indicated in the SE column if a student was coded as a special education student.
- The first letter of a content area (L, M, and S) is indicated in the APA column if a student was coded as taking the APA.
- The first letter of a content area (L, M, and S) is indicated in the T-I column if a student was coded as receiving Title I services for any of the three content areas.
- Y (for yes) is indicated in the ED column if a student was coded as Economically Disadvantaged.
- Y (for yes) is indicated for students coded as having Migrant status.
- Y (for yes) is indicated for students coded by their receiving school [public or private] as being an Out of District Placement student.
- Y (for yes) is indicated for students coded as being an Out of Residence Placement student.

**Student Score Information:** Following a student's identification information, the student's Total Score and Proficiency Level (Partially Proficient, Proficient, or Advanced Proficient) is printed for each test section.

The Total Score for Language Arts Literacy is a scale score based on a combination of correct multiple-choice items and number of points earned for open-ended items and writing tasks. The Total Score for Mathematics or for Science is a scale score based on a combination of correct multiple-choice items and the number of points received for open-ended responses.

Figure 5:  
Student Roster – Language Arts Literacy

## New Jersey Statewide Testing System Grade Eight Proficiency Assessment Student Roster – Language Arts Literacy



TEST DATE: MARCH 2006  
REPORT PRINTED:  
COUNTY: 99 MIDSTATE  
DISTRICT: 9999 MIDSTATE  
SCHOOL: 999 MIDSTATE M.S.  
PAGE: 1  
ANSWER FOLDERS PROCESSED: 430

POINTS EARNED<sup>3</sup>

STUDENT NAME/ TEST ID NO.	DATE OF BIRTH	GENDER	LEP	SE	APA	TH	TOTAL SCORE	WRITING	WRITING/SPECULATE (PICTURE)	WRITING/PERSUADE	READING	INTERPRETING TEXT	ANALYZING/ CRITIQUING TEXT
ANDREWS 0005739705	10/08/YY	F					208	18 <sup>1</sup> 12.2 <sup>2</sup>	6 <sup>1</sup> —	12 <sup>1</sup> —	36 <sup>1</sup> 14.3 <sup>2</sup>	20 <sup>1</sup> 5.9 <sup>2</sup>	16 <sup>1</sup> 8.4 <sup>2</sup>
ANDES 0007321010	05/16/YY	F					208	14.0	4.0	1	18.0	7.0	11.0
ALBANO 0098989890	10/06/YY	M					196	14.5	4.5	8	15.0	7.0	8.0
ALLENS 0054543201	09/28/YY	M					194	14.0	3.0	8	14.5	5.5	9.0
ALVEAREZ 0006789001	08/19/YY	F					193	12.5	3.5	8	15.5	7.0	8.5
AMIR 0089101112	08/28/YY	M					185	12.0	4.0	8	15.5	5.0	10.5
AMMONS 0007854321	02/23/YY	F					182	11.0	3.0	7	14.0	6.5	7.5
ANDALE 0005363433	06/30/YY	F					181	8.5	3.5	5	15.5	8.0	7.5
ANDERS 0098786858	02/20/YY	M					179	12.0	3.0	9	11.5	6.0	5.5
ALBERTS 0010111213	12/15/YY	F					175	9.0	3.0	5	14.0	6.0	8.0
ABDUL 0015161718	05/23/YY	M					173	11.5	3.5	7	10.0	3.0	7.0
AHRENS 0001920212	05/14/YY	M		I			152	9.0	3.0	6	12.0	3.5	8.5
AYERS 0021222324	03/02/YY	M					V4	6.5	2.5	4	7.5	4.0	3.5
								V4	V4	V4	V4	V4	V4

<sup>1</sup> THE NUMBERS IN THIS ROW ARE THE NUMBER OF POINTS POSSIBLE.  
<sup>2</sup> THE NUMBERS IN THIS ROW ARE THE STATEWIDE RAW SCORE MEANS FOR STUDENTS WHOSE SCALE SCORE IS 200.  
<sup>3</sup> A LETTER CODE APPEARS FOR WRITING TASKS THAT COULD NOT BE SCORED FOR ONE OF THE FOLLOWING REASONS:  
 NR = NO RESPONSE OR FRAGMENT, OT = OFF TOPIC, NE = NOT ENGLISH, WF = WRONG FORMAT.

Note: The scores in this report are for illustrative purposes only. For example, the raw score to scale score conversions are not necessarily the same as those used in the actual reports.

## STUDENT ROSTER – LANGUAGE ARTS LITERACY

**General Information:** The Student Roster – Language Arts Literacy (Figure 5) lists the names of the tested students (last name first) in descending order of total Language Arts Literacy scores. Thus, the first students listed on the Language Arts Literacy roster are the students with the highest Language Arts Literacy scores. Students are listed alphabetically when more than one student has achieved the same score. A dashed line is printed across the roster after the last student in each proficiency level.

**School Identification Information:** The names and code numbers of the county, district, and school are indicated, along with the testing date.

**Student Identification Information:** Below each student's name is the Test ID Number assigned to that student. Next to each student's name and Test ID Number is the following student identification information:

- Date of Birth (DOB)
- Gender is indicated by M (male) or F (female).
- <, 1, 2, 3, or F is indicated in the LEP column if the student was coded as limited English proficient (see LEP in Appendix A).
- A through M (see Special Education Codes in the Glossary of Appendix A) is indicated in the SE column if a student was coded as a special education student.
- Y (for yes) in APA column is indicated if a student was taking the APA in Language Arts Literacy as indicated by his/her Individualized Education Program (IEP).
- Y (for yes) is indicated in the T-I column if a student was coded as receiving Title I services in Language Arts Literacy.

**Student Score Information:** Following a student's identification information, the student's total Language Arts Literacy scale score is given. This score is based on a combination of the number of correct multiple-choice items and the number of points earned for open-ended items and writing tasks. Points earned are then reported for the clusters in raw score points. The headings for the columns show the number of possible points and the means for students whose scale scores are at the starting point of the proficient range.

In addition to the four Language Arts Literacy clusters (Writing, Reading, Interpreting Text, Analyzing/Critiquing Text), points earned are reported for both writing activities: Writing/Speculate (picture) and Writing/Persuade. The following letter codes are reported for any nonscorable student responses: NR (no response or fragment), OT (off topic), NE (not English), WF (wrong format).

The scoring rubrics for Language Arts Literacy are contained in Appendix B.

Figure 6:  
Student Roster – Mathematics

## New Jersey Statewide Testing System Grade Eight Proficiency Assessment Student Roster – Mathematics



TEST DATE: MARCH 2006  
REPORT PRINTED:  
COUNTY: 99 MIDSTATE  
DISTRICT: 9999 MIDSTATE  
SCHOOL: 999 MIDSTATE E.S.

PAGE: 1

ANSWER FOLDERS PROCESSED: 430

POINTS EARNED

STUDENT NAME/ TEST ID NO:	DATE OF BIRTH	GENDER	LEP	SE	APA	T-I	TOTAL SCORE					
							NUMBER & NUMERICAL OPERATIONS	GEOMETRY & MEASUREMENT	PATTERNS & ALGEBRA	DATA ANALYSIS, PROBABILITY, & DISCRETE MATHEMATICS	KNOWLEDGE	PROBLEM SOLVING SKILLS
GORELOV 0005739748	06/30/YY	F					6.0	7.0	8.5	12.0	35.5	14.0
DICLEMENTE 0005739705	03/25/YY	M					11.0	4.0	8.0	6.0	29.0	16.0
ELLINWOOD 0005739713	10/30/YY	M					7.0	3.0	7.5	10.0	27.5	10.5
MCGLYNN 0005739519	09/28/YY	F					4.0	6.5	5.0	10.0	25.5	9.5
SPINELLI 0005739845	02/20/YY	M					6.0	5.0	4.0	10.0	25.0	11.0
SCOTT 0005991927	05/16/YY	M					5.0	5.0	3.0	7.0	20.0	8.0
ELLIS 0005991269	08/20/YY	M					7.0	2.0	3.0	6.0	18.0	7.0
BARNES 0005992893	03/23/YY	M					6.0	1.0	4.0	6.0	17.0	7.0
BURKE 0005992923	12/25/YY	M					2.0	3.0	4.0	4.0	13.0	7.0
DURBUN 0005991838	05/21/YY	F					1.0	2.5	4.0	4.5	12.0	6.5
ROSS 0005991552	09/31/YY	F					3.0	2.0	3.0	3.5	11.5	3.0
TAYLOR 0005991561	05/14/YY	M		I			3.0	0.0	2.0	2.0	7.0	3.0
ALSTON 0005992885	03/02/YY	M					V4	V4	V4	V4	V4	V4

<sup>1</sup> THE NUMBERS IN THIS ROW ARE THE NUMBER OF POINTS POSSIBLE.

<sup>2</sup> THE NUMBERS IN THIS ROW ARE THE STATEWIDE RAW SCORE MEANS FOR STUDENTS WHOSE SCALE SCORE IS 200.

Note: The scores in this report are for illustrative purposes only. For example, the raw score to scale score conversions are not necessarily the same as those used in the actual reports.

## STUDENT ROSTER – MATHEMATICS

**General Information:** The Student Roster – Mathematics (Figure 6) lists the names of the tested students (last name first) in descending order of total Mathematics scores. Thus, the first students listed on the Mathematics roster are the students with the highest Mathematics scores. Students are listed alphabetically when more than one student has achieved the same score. A dashed line is printed across the roster after the last student in each proficiency level.

**School Identification Information:** The names and code numbers of the county, district, and school are indicated, along with the testing date.

**Student Identification Information:** Below each student's name is the Test ID Number assigned to that student. Next to each student's name and Test ID Number is the following student identification information:

- Date of Birth (DOB)
- Gender is indicated by M (male) or F (female).
- <, 1, 2, 3, or F is indicated in the LEP column if the student was coded as limited English proficient (see LEP in Appendix A).
- A through M (see Special Education Codes in Glossary of Appendix A) is indicated in the SE column if a student was coded as a special education student.
- Y (for yes) is indicated in the APA column if a student was taking the APA.
- Y (for yes) is indicated in the T-I column if a student was coded as receiving Title I services in Mathematics.

**Student Score Information:** Following a student's identification information, the student's total Mathematics scale score is given. This score is based on a combination of the number of correct multiple-choice items and the number of points earned for open-ended items. Points earned are then reported for each cluster in raw score points. The headings for the columns show the number of possible points and the means for students whose scale scores are 200.

The generic scoring rubric for Mathematics is contained in Appendix B.

Figure 7:  
Student Roster – Science



## New Jersey Statewide Testing System Grade Eight Proficiency Assessment Student Roster – Science

TEST DATE: MARCH 2006

REPORT PRINTED:

COUNTY: 99 MIDSTATE  
DISTRICT: 9999 MIDSTATE  
SCHOOL: 999 MIDSTATE M.S.

PAGE: 1

ANSWER FOLDERS PROCESSED: 430

POINTS EARNED

STUDENT NAME/ TEST ID NO.	DATE OF BIRTH	GENDER	LEP	SE	APA	T-I	TOTAL SCORE	LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	KNOWLEDGE	APPLICATION
GORELOV 0005739748	06/30/YY	F					231	10.0	13.0	11.0	16.0	18.0
TIPPER 0005739748	06/30/YY	F					224	11.0	13.0	7.5	16.5	15.0
GAIL 0005739519	02/20/YY	M					210	11.0	9.0	9.5	15.5	14.0
STEVE 0005739845	03/25/YY	M					213	10.5	7.0	10.0	14.5	13.0
COREY 0005739705	05/16/YY	M					209	8.0	10.5	8.0	14.0	12.5
RALPH 0005991927	10/30/YY	M					205	10.0	8.0	7.0	14.0	11.0
ELVIS 0005739713	03/23/YY	M					208	7.5	11.0	4.5	12.0	11.0
KEITH 0005992893	07/04/YY	M					200	4.0	12.0	7.0	13.0	10.0
JIMMY 0005993130	09/01/YY	F					194	9.0	4.0	8.0	13.0	8.0
MARGARET 0005991935												
ROSS 0005991552	08/31/YY	F		I			181	7.0	4.0	6.0	7.0	10.0
BURKE 0005992923	12/25/YY	M					168	6.0	4.0	3.0	5.0	8.0
JAMES 0005991561	05/14/YY	M					163	2.5	4.0	4.5	6.0	5.0
DURBUN 0005991838	05/21/YY	F					V4	V4	V4	V4	V4	V4

<sup>1</sup> THE NUMBERS IN THIS ROW ARE THE NUMBER OF POINTS POSSIBLE.

<sup>2</sup> THE NUMBERS IN THIS ROW ARE THE STATEWIDE RAW SCORE MEANS FOR STUDENTS WHOSE SCALE SCORE IS 200.

Note: The scores in this report are for illustrative purposes only. For example, the raw score to scale score conversions are not necessarily the same as those used in the actual reports.

## STUDENT ROSTER – SCIENCE

**General Information:** The Student Roster – Science (Figure 7) lists the names of the tested students (last name first) in descending order of total Science scores. Thus, the first students listed on the Science roster are the students with the highest Science scores. Students are listed alphabetically when more than one student has achieved the same score. A dashed line is printed across the roster after the last student in each proficiency level.

**School Identification Information:** The names and code numbers of the county, district, and school are indicated, along with the testing date.

**Student Identification Information:** Below each student's name is the Test ID Number assigned to that student. Next to each student's name and Test ID Number is the following student identification information:

- Date of Birth (DOB)
- Gender is indicated by M (male) or F (female).
- <, 1, 2, 3, or F is indicated in the LEP column if the student was coded as limited English proficient (see LEP in Appendix A).
- A through M (see Special Education Codes in Glossary of Appendix A) is indicated in the SE column if a student was coded as a special education student.
- Y (for yes) is indicated in the APA column if a student was coded as taking the APA.
- Y (for yes) is indicated in the T-I column if a student was coded as receiving Title I services in Science.

**Student Score Information:** Following a student's identification information, the student's total Science scale score is given. This score is based on a combination of the number of correct multiple-choice items and the number of points earned for open-ended items. Points are then reported for each cluster in raw score points. The headings for the columns show the number of possible points and the means for students whose scale scores are 200.

The generic scoring rubric for Science is contained in Appendix B.

Figure 8:  
Summary of School Performance – Science

## New Jersey Statewide Testing System Grade Eight Proficiency Assessment



TEST DATE: MARCH 2006

REPORT PRINTED

COUNTY: 99 MIDSTATE

DISTRICT: 9999 MIDSTATE

SCHOOL: 999 MIDSTATE M.S.

ANSWER FOLDERS PROCESSED: 7

	STUDENTS ENROLLED	APA STUDENTS	NOT PRESENT	VOIDS	VALID SCALE SCORES <sup>1</sup>	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
						NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
<b>TOTAL STUDENTS<sup>2</sup></b>	7		1	0	6	3	50.0	3	50.0	0	0.0
GENERAL EDUCATION STUDENTS	3		0	0	3	0	0.0	2	66.7	1	33.3
SPECIAL EDUCATION STUDENTS <sup>2</sup>	3		0	0	3	3	100.0	0	0.0	0	0.0
LIMITED ENGLISH PROFICIENT STUDENTS <sup>3</sup>	2		0	0	2	1	50.0	1	50.0	0	0.0
					CLUSTER MEANS <sup>4</sup>						
	TOTAL SCALE SCORE MEANS <sup>5</sup>	LIFE SCIENCE (22) <sup>6</sup>	PHYSICAL SCIENCE (16) <sup>6</sup>	EARTH SCIENCE (16) <sup>6</sup>	KNOWLEDGE (12) <sup>6</sup>	APPLICATION (42) <sup>6</sup>					
<b>JUST PROFICIENT MEANS<sup>7</sup></b>		8.6	7.4	6.0	11.3	10.7					
<b>TOTAL STUDENTS<sup>2</sup></b>	206.9	9.6	9.7	6.5	13.9	11.9					
GENERAL EDUCATION STUDENTS	236.7	13.7	13.2	9.3	20.0	16.2					
SPECIAL EDUCATION STUDENTS <sup>2</sup>	178.3	6.7	5.8	3.5	8.8	7.2					
LIMITED ENGLISH PROFICIENT STUDENTS <sup>3</sup>	197.0	6.5	10.3	5.3	10.3	11.8					
STUDENTS CODED BOTH SE AND LEP:	0										
STUDENTS CODED APA WHO DID NOT TAKE THE TEST:	0										

<sup>1</sup> EXCLUDES STUDENTS CODED VOID AND NOT PRESENT.

<sup>2</sup> INCLUDES STUDENTS CODED APA WHO TOOK THE TEST.

<sup>3</sup> EXCLUDES STUDENTS CODED AS FORMER LEP.

<sup>4</sup> CLUSTER MEANS ARE RAW SCORE MEANS.

<sup>5</sup> THE RANGE OF SCALE SCORES IS 100 TO 300.

<sup>6</sup> THE NUMBER IN PARENTHESES IS THE NUMBER OF POSSIBLE RAW SCORE POINTS.

<sup>7</sup> THE NUMBERS IN THIS ROW ARE THE STATEWIDE RAW SCORE MEANS FOR STUDENTS WHOSE SCALE SCORE IS 200.

CLUSTER MEANS EXCLUDE STUDENTS WHO TOOK THE BREACH, BRAILLE OR LARGE PRINT FORMS OF THE TEST.

Note: The scores in this report are for illustrative purposes only.

## SUMMARY OF SCHOOL PERFORMANCE AND SUMMARY OF DISTRICT PERFORMANCE

**General Information:** There are three Summary of School Performance reports, one for each of the content areas. The reports are produced at the school level and provide aggregated data for a content area. Data are provided for general education students, special education students (including students coded as taking the APA), and limited English proficient students. A sample Summary of School Performance for Science is shown in Figure 8.

Likewise, three Summary of District Performance reports, one for each of the content areas, provide aggregated data for the district. This report includes data for total students (general, special education, and limited English proficient students combined) including those students coded APA. **Any district that chooses to test a student whose IEP indicates they should be taking APA rather than GEPA will receive GEPA score reports for that student and the scores will be aggregated into the school and district reports.**

**School Identification Information:** This part of the report provides the number and percent of students in each proficiency level as well as the number of general education students, special education students, and limited English proficient students tested for each specific section. The following summary information is provided for each subgroup shown on the report:

- **Number of Students Enrolled:** total number of answer folders returned
- **Number Not Present:** number of answer folders returned that were totally blank excluding answer folders coded as APA
- **Number of Voids:** number of answer folders coded void by the school [V1, V2, and V3], coded void due to less than 20% of the test items being taken AND coded void due to a security breach [V5]. In addition, for Language Arts Literacy only, those students coded as LEP Exempt are included in the voids count.
- **Number of Valid Scale Scores:** total number of students tested excluding not present and voids
- **Total number of students who scored in each proficiency level,** excluding students coded as APA who did not take the GEPA
- **Percent of students who scored in each proficiency level,** excluding students coded as APA who did not take the GEPA

Additional information about the number of students tested who were coded as both special education AND limited English proficient is provided at the bottom of the report.

**Total Test Information:** This part of the report shows the school or district mean for the reported section. In addition, the means are provided for each of the clusters within a test section.

Figure 9:  
Preliminary Performance by Demographic Groups

TEST DATE: MARCH 2006

REPORT PRINTED

COUNTY: 99 MIDSTATE  
DISTRICT: 9995 MIDSTATE  
SCHOOL: 999 MIDSTATE M.S.

# New Jersey Statewide Testing System Grade Eight Proficiency Assessment Preliminary Performance by Demographic Groups School



	Students Enrolled	Language Arts Literacy										Mathematics								Science							
		APA Students	Not Present	Voids <sup>1</sup>	Valid Scale Scores	% Partially Proficient	% Proficient	Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	Advanced Proficient	Scale Score Mean		
Total Students <sup>2</sup>	183	4	0	0	179	46.9	45.3	7.8	203.0	4	0	2	177	45.2	44.1	10.7	207.3	4	0	0	179	11.7	61.5	26.8	229.4		
	General Education	149	0	0	149	37.6	53.0	9.4	209.8	0	0	1	148	35.8	51.4	12.8	213.8	0	0	0	149	4.7	63.1	32.2	235.7		
	Special Education	31	4	0	27	92.6	7.4	0.0	170.1	4	0	1	26	92.3	7.7	0.0	175.1	4	0	0	27	51.9	48.1	0.0	197.2		
	Limited English Proficient <sup>3</sup>	4	0	0	4	100.0	0.0	0.0	157.0	0	0	0	4	100.0	0.0	0.0	164.3	0	0	0	4	25.0	75.0	0.0	199.0		
Gender <sup>4</sup>																											
	Female	82	1	0	81	32.1	55.6	12.3	213.5	1	0	0	81	42.0	40.7	17.3	211.3	1	0	0	81	6.2	66.7	27.2	231.6		
Male	101	3	0	0	98	59.2	36.7	4.1	194.3	3	0	2	96	47.9	46.9	5.2	203.9	3	0	0	98	16.3	57.1	26.5	227.5		
Migrant Status																											
	Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0		
Non-Migrant	183	4	0	0	179	46.9	45.3	7.8	203.0	4	0	2	177	45.2	44.1	10.7	207.3	4	0	0	179	11.7	61.5	26.8	229.4		
Ethnicity																											
	White	129	1	0	128	39.8	50.8	9.4	206.5	1	0	1	127	41.7	46.5	11.8	209.1	1	0	0	128	8.6	63.3	28.1	232.0		
	Black	12	1	0	11	54.5	45.5	0.0	196.2	1	0	0	11	54.5	45.5	0.0	201.8	1	0	0	11	9.1	54.5	36.4	230.8		
	Asian	8	0	0	8	37.5	50.0	12.5	211.9	0	0	0	8	37.5	25.0	37.5	227.1	0	0	0	8	25.0	12.5	62.5	239.5		
	Pacific Islander	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0		
	Hispanic	33	1	0	32	75.0	21.9	3.1	189.2	1	0	1	31	58.1	38.7	3.2	196.5	1	0	0	32	21.9	68.8	9.4	215.8		
	Amer Indian/AK Native	1	1	0	0	0.0	0.0	0.0	0.0	1	0	0	0	0.0	0.0	0.0	0.0	1	0	0	0	0.0	0.0	0.0	0.0		
Other <sup>5</sup>	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0		
Economic Status																											
	Econ Disadvantaged	32	0	0	32	65.6	31.3	3.1	190.9	0	0	0	32	59.4	34.4	6.3	196.8	0	0	0	32	28.1	56.3	15.6	216.9		
Non-Econ Disadvantaged	151	4	0	0	147	42.9	48.3	8.8	205.7	4	0	2	145	42.1	46.2	11.7	209.6	4	0	0	147	8.2	62.6	29.3	232.1		

<sup>1</sup> Includes students coded as LEP Exempt (LAL only)

<sup>2</sup> Students appear in each applicable category, but they are included in Total Students only once.

<sup>3</sup> Excludes students coded as Former LEP.

<sup>4</sup> Excludes students who did not have Gender coded.

<sup>5</sup> Includes students who did not have an ethnicity coded and students who had more than one ethnicity coded.

**Note: The scores on this report are for illustrative purposes only.**

## PRELIMINARY PERFORMANCE BY DEMOGRAPHIC GROUPS

**General Information:** Preliminary Performance by Demographic Groups – State Report summarizes statewide total population data collected from districts regarding general education (GE), special education (SE), limited English proficient (LEP), gender, migrant status, ethnicity, and economic status (disadvantaged vs. not disadvantaged).

The preliminary performance report is produced before the rescore process is completed. The Cycle II reports include a Performance by Demographic Groups report with final data that reflects any changes that may have occurred during the processing of automatic rescoring.

This report includes data from all three content areas. Please note, however, that the report does not break the data out at the cluster level. Data are based on valid scale scores and the percentage of students who fall into each of the three proficiency levels.

The format and design of this report are essentially similar to the Cycle II Performance by Demographic Groups report, as shown in Figure 10. See Part 4 (Cycle II Reports) of this manual for detailed report descriptions.

This report is produced at the state, district, and school levels. School and District Reports are produced for all districts based on coding done when the GEPA was administered or during the record change process. These group reports provide additional achievement information that can be used to make adjustments to curricula that may better serve these student subgroups.

These one-page reports include data for all three content areas.

An example of a Preliminary Performance by Demographic Groups – School Report is shown in Figure 9. If a district has only one school in which the GEPA was administered, the information on the school and district reports will be identical.



## **PART 4: SAMPLE CYCLE II REPORTS**

The Cycle II reporting provides summarized group performance and cluster means information for each content area tested via two types of reports:

- Performance by Demographic Groups Report - produced at the school, district, and state levels
- Cluster Means Report - produced at the school, and district levels

School level reports present information about the achievement of all students who took the test at each school in a district.

District level reports present information about the achievement of all students who took the test in that district

The district level report presents aggregated data for the district. The school level report shows school level data. They are distinguished by report title.

If a district has only one school in which the test was administered, the summary data will be identical in both the district report and the school report.

Special summary reports are also produced if a district requested such reports when coding the answer folder. These reports are referred to as district-designed reports and are produced at the school level only.

The difference between the preliminary performance by demographic groups report in Cycle I reporting and the performance report in Cycle II is in the data. Cycle II reports are produced after the completion of automatic rescoring of the open-ended items. If rescoring results in a score change, the change will be reflected in the Cycle II reports.

## PERFORMANCE BY DEMOGRAPHIC GROUPS REPORT

The Performance by Demographic Groups Report summarizes student performance by total students, education program, and student demographic subgroups: Total, General Education (GE), Special Education (SE), Limited English Proficient status (LEP), Gender, Migrant status, Ethnicity, and Economic status (disadvantaged vs. not disadvantaged). These group reports provide additional achievement information that can be used to make adjustments to curricula that may better serve these student subgroups.

This one-page report includes performance data for each of the three content areas: Language Arts Literacy, Mathematics, and Science. The percentage of students who fall into each of the three proficiency levels is based on the number of valid scale scores. This report does not produce cluster level information.

The performance by demographic groups reports are produced at the state, district, and school levels. In addition, reports are generated by district factor groups (DFG), special needs districts (Abbott), and non-special needs districts. For special needs districts, reports are produced based on the special needs data and the non-special needs data.

District-Designed reports are also produced if requested by district; the report is produced at the school level only.

Performance by demographics reports by content area are produced by:

- School
- District
- State
- DFG
- Special Needs Districts, Non-Special Needs Districts
- District Designed (if applicable)

Figure 10 shows an example of a state level performance by demographic groups report.

***School, District, and District-Designed Identification Information:*** In the upper-left corner, the names and code numbers of the county, district, and school are indicated, along with the testing date.

***Summary Information:*** The following data are shown on the performance reports. Descriptions noted can be used to interpret the data found on the school, district, and district-designed reports.

- **Students Enrolled.** The number of students enrolled represents all answer folders returned, including those coded void. This total is then disaggregated by subgroups of education program: GE, SE, and LEP. The demographic breakdown follows.
- **Student Counts, Percent in Each Proficiency Level, and Mean Scale Score.** These numbers indicate the number of APA students, number of students not present at testing, number of students with void codes, number of valid scale scores, percent of students in each proficiency level, and mean scale score for each content area.

TEST DATE: MARCH 2006

REPORT PRINTED

COUNTY: 99 MIDSTATE

DISTRICT: 9999 MIDSTATE

SCHOOL: 9999 MIDSTATE M.S.

# New Jersey Statewide Testing System Grade Eight Proficiency Assessment Performance by Demographic Groups State



	Students Enrolled	Language Arts Literacy						Mathematics						Science											
		APA Students	Not Present	Voids <sup>1</sup>	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean								
Total Students <sup>2</sup> General Education Special Education Limited English Proficient <sup>3</sup>	183	4	0	0	179	46.9	45.3	7.8	203.0	4	0	2	177	45.2	44.1	10.7	207.3	4	0	0	179	11.7	61.5	26.8	229.4
	149	0	0	0	149	37.6	53.0	9.4	209.8	0	0	1	148	35.8	51.4	12.8	213.8	0	0	0	149	4.7	63.1	32.2	235.7
	31	4	0	0	27	92.6	7.4	0.0	170.1	4	0	1	26	92.3	7.7	0.0	175.1	4	0	0	27	51.9	48.1	0.0	197.2
	4	0	0	0	4	100.0	0.0	0.0	157.0	0	0	0	4	100.0	0.0	0.0	164.3	0	0	0	4	25.0	75.0	0.0	199.0
Gender <sup>4</sup> Female Male	82	1	0	0	81	32.1	55.6	12.3	213.5	1	0	0	81	42.0	40.7	17.3	211.3	1	0	0	81	6.2	66.7	27.2	231.6
	101	3	0	0	98	59.2	36.7	4.1	194.3	3	0	2	96	47.9	46.9	5.2	203.9	3	0	0	98	16.3	57.1	26.5	227.5
Migrant Status Migrant Non-Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
	183	4	0	0	179	46.9	45.3	7.8	203.0	4	0	2	177	45.2	44.1	10.7	207.3	4	0	0	179	11.7	61.5	26.8	229.4
Ethnicity White Black Asian Pacific Islander Hispanic Amer Indian/AK Native Other <sup>5</sup>	129	1	0	0	128	39.8	50.8	9.4	206.5	1	0	1	127	41.7	46.5	11.8	209.1	1	0	0	128	8.6	63.3	28.1	232.0
	12	1	0	0	11	54.5	45.5	0.0	196.2	1	0	0	11	54.5	45.5	0.0	201.8	1	0	0	11	9.1	54.5	36.4	230.8
	8	0	0	0	8	37.5	50.0	12.5	211.9	0	0	0	8	37.5	25.0	37.5	227.1	0	0	0	8	25.0	12.5	62.5	239.5
	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
	33	1	0	0	32	75.0	21.9	3.1	189.2	1	0	1	31	58.1	38.7	3.2	196.5	1	0	0	32	21.9	68.8	9.4	215.8
	1	1	0	0	0	0.0	0.0	0.0	0.0	1	0	0	0	0.0	0.0	0.0	0.0	1	0	0	0	0.0	0.0	0.0	0.0
Economic Status Econ Disadvantaged Non-Econ Disadvantaged	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
	32	0	0	0	32	65.6	31.3	3.1	190.9	0	0	0	32	59.4	34.4	6.3	196.8	0	0	0	32	28.1	56.3	15.6	216.9
	151	4	0	0	147	42.9	48.3	8.8	205.7	4	0	2	145	42.1	46.2	11.7	209.6	4	0	0	147	8.2	62.6	29.3	232.1

<sup>1</sup> Includes students coded as LEP Exempt (LAL only)

<sup>2</sup> Students appear in each applicable category, but they are included in Total Students only once.

<sup>3</sup> Excludes students coded as Former LEP.

<sup>4</sup> Excludes students who did not have Gender coded.

<sup>5</sup> Includes students who did not have an ethnicity coded and students who had more than one ethnicity coded.

**Note: The scores on this report are for illustrative purposes only.**

## CLUSTER MEANS REPORT

A cluster means report consists of three pages, one page for each content area. Data include raw score means of students with valid scale scores by cluster for the following student groups: Total, General Education (GE), Special Education (SE), and Limited English Proficient (LEP), and Title I.

Cluster means reports for each content area are produced by:

- School
- District
- District Designed (if applicable)

Figure 11 shows an example of a school level cluster report for Language Arts Literacy.

***School and District Identification Information:*** In the upper-left corner of the report, the names and code numbers of the county, district, and school are indicated, along with the testing date.

***Summary Information:*** The following data are shown on the cluster means reports. Descriptions noted can also be used to interpret the data found on the school, district, and district-designed reports.

- **Just Proficient Mean:** This is the average (mean) cluster scores for students (including SE and LEP) in the state whose scale score is 200, i.e., students who are “just proficient.” Students whose answer folders were coded as void were excluded from the calculation of these means. Data for students who took the Braille and large-print forms are also excluded from the calculations.
- **Raw Score Data for School, District, DFG, Special Needs School, Non-Special Needs School where applicable, and State:** Data include the average number of points obtained by students tested for each cluster in the school, district, DFG, and state. Students whose answer folders were coded as void were excluded from the calculation of these means. Also excluded are the results obtained from Braille, large-print and breach forms.

Figure 11:

# New Jersey Statewide Testing System Grade Eight Proficiency Assessment Cluster Means<sup>1</sup>

Test Date: March 2006

CYCLE II

DISTRICT: 99-Midstate

SCHOOL: 999-Midstate Middle School

Number Enrolled: 429



School

Language Arts Literacy		JUST PROFICIENT MEAN <sup>2</sup>	SCHOOL MEAN	DISTRICT MEAN	DFG MEAN	SPECIAL NEEDS MEAN	NON SPECIAL NEEDS MEAN	STATE MEAN
<b>Clusters</b>								
1. Writing (18*)		12.2						
Total Students <sup>3</sup>			9.9	9.9	11.2			13.5
General Education			10.5	10.5	12.2			14.9
Special Education			7.3	7.3	7.2			9.4
Limited English Proficient <sup>4</sup>			8.8	8.8	9.2			9.5
Title I								
2. Reading (36*)		14.3						
Total Students <sup>3</sup>			11.9	11.9	14.9			19.5
General Education			12.8	12.8	14.9			11.8
Special Education			8.1	8.1	8.6			11.2
Limited English Proficient <sup>4</sup>			9.0	9.0	10.3			18.3
Title I								
3. Interpreting Text (20*)		5.9						
Total Students <sup>3</sup>			5.2	5.2	5.6			7.6
General Education			5.6	5.6	5.2			8.1
Special Education			3.6	3.6	3.7			5.0
Limited English Proficient <sup>4</sup>			4.1	4.1	4.3			4.7
Title I								
4. Analyzing/Critiquing Text (16*)		8.4						
Total Students <sup>3</sup>			6.7	6.7	8.7			11.6
General Education			7.2	7.2	8.7			5.9
Special Education			4.4	4.4	5.0			6.5
Limited English Proficient <sup>4</sup>			4.9	4.9	6.0			10.8
Title I								

\* Refers to the total raw score points in each cluster.

<sup>1</sup> Cluster means exclude students who took Large print, Braille, and alternate forms as well as students coded as voids.

<sup>2</sup> Just Proficient Means are statewide raw score means for students whose scale score is 200.

<sup>3</sup> Students appear in each applicable category, but they are included in Total Students only once.

<sup>4</sup> Excludes students coded as Former LEP, and students coded as LEP Exempt LAL.

## **DISTRICT-DESIGNED REPORTS**

The “Special Codes” category on the GEPA answer folder allows the district to obtain achievement data on selected groups of students. During the test administration, districts had the opportunity to create district-designed reports for specific student groups containing ten or more students.

To request a district-designed report, student answer folders may be coded in any of the two two-column “Special Codes” grids labeled A and B. These special codes were assigned by the district during the test administrations. The special code, as coded on the students’ answer folders, is printed in the report title.

District-Designed Reports are produced at the school level only. One report containing both Cluster Means Report and Performance by Demographic Group Report for each content area per code is produced. They are distinguished from the regular reports by title. A requesting district will receive one one copy of this report.

Figure 12 presents a sample District-Designed cluster means report in science.

Figure 12

# New Jersey Statewide Testing System Grade Eight Proficiency Assessment Cluster Means<sup>1</sup>

Test Date: March 2006

CYCLE II



## District – Designed Report – Science

Science	JUST PROFICIENT MEAN <sup>2</sup>	A:01	DISTRICT MEAN	DFG MEAN	SPECIAL NEEDS MEAN	NON SPECIAL NEEDS MEAN	STATE MEAN
<b>Clusters</b>							
1. Life Science (22 <sup>1</sup> )	8.6						
Total Students <sup>3</sup>		6.6	11.6	11.1			10.8
General Education		6.6	12.1	11.6			11.4
Special Education		0.0	8.0	8.0			7.9
Limited English Proficient <sup>4</sup>		0.0	13.0	6.9			6.8
Title I		0.0					
2. Physical Science (16 <sup>1</sup> )	7.4						
Total Students <sup>3</sup>		7.6	10.4	10.3			10.3
General Education		7.6	10.7	10.9			10.9
Special Education		0.0	7.5	7.2			7.3
Limited English Proficient <sup>4</sup>		0.0	18.0	7.0			6.9
Title I		0.0					
3. Earth Science (16 <sup>1</sup> )	6.0						
Total Students <sup>3</sup>		5.4	9.2	8.7			8.4
General Education		5.4	9.7	9.2			8.9
Special Education		0.0	5.6	5.8			5.7
Limited English Proficient <sup>4</sup>		0.0	11.0	5.1			4.9
Title I		0.0					
4. Knowledge (12 <sup>1</sup> )	11.3						
Total Students <sup>3</sup>		9.4	16.0	15.8			15.5
General Education		9.4	16.8	16.7			16.5
Special Education		0.0	10.4	10.9			10.8
Limited English Proficient <sup>4</sup>		0.0	22.0	10.0			9.5
Title I		0.0					
5. Application (42 <sup>1</sup> )	10.7						
Total Students <sup>3</sup>		10.2	15.2	14.2			14.0
General Education		10.2	15.8	15.0			14.8
Special Education		0.0	10.7	10.1			10.0
Limited English Proficient <sup>4</sup>		0.0	20.0	9.0			9.0
Title I		0.0					

\* Refers to the total raw score points in each cluster.

<sup>1</sup> Cluster means exclude students who took Large print, Braille, and alternate forms as well as students coded as voids.

<sup>2</sup> Just Proficient Means are statewide raw score means for students whose scale score is 200.

<sup>3</sup> Students appear in each applicable category, but they are included in Total Students only once.

<sup>4</sup> Excludes students coded as Former LEP, and students coded as LEP Exempt LAL.

## **PART 5: USING TEST INFORMATION FOR STUDENT REPORTS**

### **PROGRAM-LEVEL EVALUATION**

The GEPA score report information is used for the purpose of district monitoring. The data are also provided to assist districts in the review of current curricular programs. With the adoption of the Core Curriculum Content Standards in May 1996, all districts were required to implement standards-based instruction. GEPA results displayed on school-level and district-level reports can provide meaningful information for educational program reviews. Districts should document when program revisions appear necessary. For the purpose of program evaluation, it is improper to compare cluster means or raw scores across years. To make a year-to-year comparison, it is advisable to use percentages in partial proficient, proficient, and advanced proficient as well as scale score means.

### **STUDENT-LEVEL EVALUATION**

Individual Student Reports are provided to districts to assist in the evaluation of student program needs. Performance on the GEPA has been divided into three levels: Partially Proficient, Proficient, and Advanced Proficient. Students whose scores indicate Advanced Proficient performance have clearly met the state standards and are not in need of instructional intervention. Students whose scores indicate Proficient performance have also met the state standards, while students whose scores indicate Partially Proficient performance have not met the state standards and may need additional instructional support.

Additional assessment methods, formal or informal, must be conducted when formulating an instructional plan. Decisions should be based on as much information as possible. School-level evaluation may have indicated the need for program revisions; therefore the intervention plan may be at the school level. Evaluation can provide avenues for better understanding of the learner as well as diagnosing and remedying knowledge/skill deficiencies. The GEPA reports provide information on clusters in content areas that need further attention. However, since some clusters were assessed with a relatively small number of items, evaluation of a student's performance should never be based solely on the results of the GEPA or any one form of formal or informal assessment.

Further examination of a student's knowledge and skill deficiencies should include the analysis of the student's whole profile. Decisions about appropriate instructional programs should be based on examination of a student's classroom test results, grades, anecdotal records, portfolios, checklists, school-level results, and other measures of performance.

Districts should document additional instructional support plans for individual students. Each district decides on the format to use for this purpose.

## **PART 6: USING TEST INFORMATION FOR SCHOOL AND DISTRICT REPORTS**

Analysis and interpretation of the GEPA School and District reports are required by the New Jersey Administrative Code (N.J.A.C. 6A:8-4.3(a),(b)). Within 30 days of receipt of the reports, an analysis must be completed and a summary report made available to the public.

### **SUGGESTED PROCEDURE FOR INTERPRETING SCHOOL AND DISTRICT REPORTS**

An analysis and interpretation of GEPA School and District Reports will help identify areas of the curriculum that may need modification in order to help students master skills needed to pass the HSPA. The procedure suggested below is intended to help districts interpret their GEPA Reports.

#### **ESTABLISHING INTERPRETATION COMMITTEES**

Interpretation committees should be established for each test section. Committees may be district wide or they may be created at the school level. Committee members should:

- be familiar with the appropriate curriculum in grades K-8;
- be responsible for instruction in grades K-8;
- be familiar with special programs in the particular discipline (remedial, advanced placement, etc.);
- represent language arts literacy, mathematics, science, and other relevant disciplines;
- represent schools or districts responsible for instruction in grades K-8; and
- represent staff responsible for remediation in grades 4 through 12. In K-8 districts, an effort should be made to involve staff from the 9-12 districts that accept your students.

The committees should include representation from programs of grades K-8 because the skills assessed are not limited to those taught in just fourth and eighth grade. Staff from disciplines other than mathematics, language arts, and science should be involved because the assessed skills have applications in a variety of content areas. In addition, the composition of the committees should foster articulation and collaboration among schools and across grade levels.

District-level committees should include staff who were involved in interpreting the school reports, educators who provide the students' instructional program, as well as the chief school administrator and other appropriate central office staff.

## **SUGGESTED INTERPRETATION PROCEDURE**

Interpretation of the results can follow the procedure listed below:

1. Orient the committees to their task by reviewing the following:
  - the procedure that will be used to analyze the reports, including information about the types of analyses that are to be done;
  - the format and content of the reports to ensure that all members understand the reports (The information in this booklet should be used as primary sources.);
  - the limitations of the test data, to ensure that appropriate interpretations are made of the results; and
  - the schedule for completing the task.
2. The committees may begin by making the following comparisons:
  - this year's school cluster means with this year's district cluster means;
  - this year's district cluster means with the state and DFG cluster means;
  - this year's school and district cluster means with this year's Just Proficient means; and
  - this year's school and district performance on each tested cluster.
3. For each cluster, with reference to all of the available information, the committees may determine if there is a level of performance that is minimally acceptable for the school or district.
4. If minimum performance standards are established for the clusters, the committees should use them to create a list of clusters on which the performance of the target group was significantly below or above the performance of the comparison group.
5. For each cluster included on the lists that result from number 4 above, the committees should identify which differences seem to result from local actions or circumstances.
6. Develop a summary of the overall performance of the target group; include statements of strengths and needs, if any have been identified, along with a description of plans for addressing the needs.

The same process can be used whether interpreting school or district results. The Title I, Demographic Status, and District-Designed Reports do not require formal interpretation or public release. However, important program information can be obtained by analyzing the results for these groups. For this reason, analysis and interpretation of these reports are recommended.

## **MAKING GROUP COMPARISONS**

The school and district reports allow for a relatively large number of group comparisons; it is important to remember that the most meaningful comparisons are those made of similar groups on similar tasks. The following guides are offered:

- Whenever possible, use groups with similar characteristics.
- Compare performance on similar tasks; for example, the same cluster within the same test section.
- Never compare cluster means from one year to another.

## **GUIDES FOR ANALYZING AND INTERPRETING GEPA SCORES**

The reliability (stability) of the mean cluster scores increases as the number of items used to measure achievement of that cluster increases; therefore, differences in mean cluster scores for clusters with small numbers of items must be larger than the differences for clusters with larger numbers of items before they can be considered noteworthy. This characteristic recommends making use of profile information across clusters as well. For example, in comparing district or school cluster means to the statewide Just Proficient Means, the review should identify similarities among particularly weak clusters, either in the test content or instructional program, that are not found among the strong clusters, as well as the similarities of the strong clusters that are not found among the weak clusters.

## **PART 7: COMMUNICATING TEST INFORMATION**

This section provides guidelines for informing people and institutions that need to know about test results: parents/guardians, the district, the state, and the media. Individual and roster reports should not be released to the public because they list students' names and are, therefore, not in the public domain. According to the reporting policy of the New Jersey Department of Education, when there are less than 11 students in any given group, no results about the group should be released to the public due to statistic instability and confidentiality concerns.

Guidelines provided by the Federal government state that in the reporting of assessment results, suppression of numbers should occur in categories where the counts are low, making it otherwise possible to infer the results of individuals. Additionally, data should be suppressed in any category where it is possible to infer individual results through subtraction or other simple mathematical deductions. District policies regarding data suppression should be written and made available to the public.

### **TO THE PARENT/GUARDIAN**

To help explain to parents and guardians both the purpose of the GEPA and the information provided on the Individual Student Report, a sample form letter is included (Figure 13) that can be adapted, signed, photocopied, and sent home with each student along with his/her ISR.

### **TO THE DISTRICT**

Districts are required to report test results to their boards of education and to the public within 30 days of receiving test reports (N.J.A.C. 6A:8-4.3(a),(b)). Public reports should not include data on individual students; therefore, actual rosters cannot be made available to the public because they list students' names.

Districts are required to make available to the public "the number of pupils tested and the percentage of pupils at or above the established levels of pupil proficiency" when the number of students is large enough (more than 10 students).

The School Summary of Performance in Language Arts Literacy, Mathematics, and Science, School Summary Statistics Report, and the District Summary Statistics Report contain information that can be used to prepare a public report.

In the State Summary reports to be released by the State Department of Education, the data are suppressed if there are 10 or fewer students in a given subgroup (i.e., general education, special education, limited English proficient) within a district or school.

### **TO THE MEDIA**

When you release information, do so only after you have prepared to answer questions either in person or on the telephone. Be sure to analyze the data beforehand; understand and be able to clearly explain the various types of scores. It is recommended that any comparison among schools/districts be avoided.

Figure 13:  
Sample Parent/Guardian Form Letter – GEPA

XXXXXXXXXX XXXX

Test Title: New Jersey Grade Eight Proficiency Assessment

Test Dates: March 13–16, 2006 (regular) March 20–23, 2006 (make-up)

Test Report: Individual Student Report

Dear Parent/Guardian:

Your child's Individual Student Report for the New Jersey 2006 Grade Eight Proficiency Assessment (GEPA) is attached. The GEPA was administered over a four-day period in March 2006. This report presents your child's Language Arts Literacy, Science, and Mathematics scores on this test.

The GEPA Language Arts Literacy, Science, and Mathematics scores are reported as scale scores with a range of 100 to 300. Scores at or above 250 indicate "Advanced Proficient." Scores from 200 to 249 indicate "Proficient." If your child is in the "Advanced Proficient" or "Proficient" level, he/she has met the state standards for that content area. Scores below 200 indicate your child performed at the "Partially Proficient" level and has not met the state minimum level of proficiency, based on this test administration, and may need some type of additional instructional support.

This report is available only to parents, guardians, and authorized school officials. If you have any questions about the report, you should contact your child's teacher or principal. They can help you interpret the information on the score report and can explain what the instructional staff is doing and what you can do to help your child master the skills measured on the test.



## APPENDIX A

### GLOSSARY

**CLUSTER.** A cluster is a group of items that measures similar skills. The skills in a given cluster are typically taught together to allow students to make appropriate connections.

**DISTRICT FACTOR GROUP (DFG).** Data were gathered from the 2000 United States Census to obtain a measure of the socioeconomic status of the population residing in each district. These groups are labeled from A (lowest) to J (highest).

**GEPA SCORE.** This is a scale score used to report the Language Arts Literacy, Mathematics, and Science section results. The score scale ranges from 100 to 300 with the Proficient standard at a score of 200 and the Advanced Proficient standard at a score of 250. Note that 100 and 300 are a theoretical floor and ceiling and may not be actually observed.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP).** The Individualized Education Program (IEP) is a written plan that is developed by members of the local school district child study team, a teacher who has knowledge of the child, and the parent/guardian. It describes how a child currently performs in school, specifies his/her educational needs, includes goals and objectives the parents and staff believe he/she can achieve during the school year, details his/her special education program, specifies why the child is receiving these special education services, and provides an organized way for school staff and parents to conduct an appropriate educational program for the child. The special education and related services are provided for the child after the parent and school staff determine his/her needs (N.J.A.C. 6:28:3.6).

**LIMITED ENGLISH PROFICIENT (LEP).** A limited English proficient student is a student whose native language is one other than English. This student has sufficient difficulty speaking, reading, writing, or understanding the English language, as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classroom where the language of instruction is English.

**LIMITED-ENGLISH PROFICIENT EXEMPT - LAL.** A limited English proficient student who is exempt from participating in the language arts literacy part of the test.

**OPEN-ENDED RESPONSE.** This type of item requires students to construct their own written response rather than choose single options. Students are free to solve these problems in various ways. Moreover, with this item type, students have an opportunity to demonstrate the depth of their understanding.

**SPECIAL EDUCATION (SE).** There are 13 codes for Special Education categories. The categories are:

- A = Auditorily Impaired
- B = Other Health Impaired
- C = Communication Impaired
- D = Emotionally Disturbed
- E = Cognitively Impaired
- F = Multiple Disabled

G = Traumatic Brain Injury  
H = Orthopedically Impaired  
I = Specific Learning Disability  
J = Social Maladjustment  
K = Visually Impaired  
L = Speech-Language Services Only  
M = Autistic  
N = Multiple grids. This is also a default code when a school failed to provide the specific information listed above for an APA student.

**JUST PROFICIENT MEAN.** The average cluster scores for all students (including GE, SE, and LEP) in the state whose scale score is 200, i.e., students who are “just proficient.” Students whose GEPA answer folders were coded as void, as well as students who took the Braille version, were excluded from these means.

**TEST SPECIFICATIONS.** The definition of Language Arts Literacy, Mathematics, and Science clusters that are measured in the assessments. The testing conditions are also defined. The clusters and conditions were identified by committees of New Jersey teachers and administrators.

**TITLE I (T-I).** A Title I student is a student who lives in an eligible attendance area, who fits the criteria for selection to participate in the federal Title I program, and who is receiving federal Title I services.

**VOID.** This is a process used to indicate that a student’s test booklet will not be scored. A test booklet may be voided either at the time of testing because of illness, disruptive behavior, or for some other reason, or at the time of scoring if he or she answered fewer than 20% of the test questions in a given content area. Instead of a score, a void code would be listed. The five void codes are as follows:

V1 = illness  
V2 = disruptive behavior; cheating; refuses to test  
V3 = not an eighth grader  
V4 = fewer than 20% of questions answered  
V5 = breach of security by school or district

**APPENDIX B**  
**SCORING RUBRICS FOR**  
**LANGUAGE ARTS LITERACY, MATHEMATICS, AND SCIENCE**

# NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
<b>Content and Organization</b>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Minimal response to topic; uncertain focus</li> <li>No planning evident; disorganized</li> <li>Details random, inappropriate, or barely apparent</li> <li>No apparent control</li> <li>Severe/numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Attempts to focus</li> <li>May drift or shift focus</li> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> <li>Details lack elaboration, i.e., highlight paper</li> <li>Numerous errors</li> <li>Excessive monotony/same structure</li> <li>Numerous errors</li> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Usually has single focus</li> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> <li>Repetitious details</li> <li>Several unelaborated details</li> <li>Errors/patterns of errors may be evident</li> <li>Little variety in syntax</li> <li>Some errors</li> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/or closing</li> <li>Single focus</li> <li>Ideas loosely connected</li> <li>Transitions evident</li> <li>Uneven development of details</li> <li>Some errors that do not interfere with meaning</li> <li>Some variety</li> <li>Generally correct</li> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> <li>Details appropriate and varied</li> <li>Few errors</li> <li>Variety in syntax appropriate and effective</li> <li>Few errors</li> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> <li>Single, distinct focus</li> <li>Unified and coherent</li> <li>Well-developed</li> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> <li>Details effective, vivid, explicit, and/or pertinent</li> <li>Very few, if any, errors</li> <li>Precision and/or sophistication</li> <li>Very few, if any, errors</li> <li>Very few, if any, errors</li> </ul>
<b>Usage</b>						
<b>Sentence Construction</b>						
<b>Mechanics</b>						

NON-SCORABLE RESPONSES	Content/Organization			Usage		Sentence Construction		Mechanics	
	<ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>			<ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject-verb agreement</li> <li>Pronouns</li> <li>usage/agreement</li> <li>Word choice/meaning</li> <li>Proper Modifiers</li> </ul>		<ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>		<ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>	

Note: All unscorable responses, (NSRs), with the exception of NR, must be coded by the Scoring Director.

## OPEN-ENDED SCORING RUBRIC

### For Reading, Listening, and Viewing

**Sample Task:** The author takes a strong position on voting rights for young people. Use information from the text to support your response to the following.

- \*Requirements:**
- Explain the author’s position on voting.
  - Explain how adopting such a position would affect young people like you.

Points	Criteria
<b>4</b>	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
<b>3</b>	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
<b>2</b>	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
<b>1</b>	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
<b>0</b>	A 0-point response is irrelevant or off-topic.

**\*Requirements for these items will vary according to the task.**

## **Holistic Scoring Guide for Mathematics Open-Ended (OE) Items (Generic Rubric)**

### **3-Point Response**

The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

### **2-Point Response**

The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

### **1-Point Response**

The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

### **0-Point Response**

The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

The above generic rubric is used as a guide to develop specific scoring guides or rubrics for each of the Open-Ended (OE) items which appear on the New Jersey eighth-grade (GEPA) and eleventh-grade (HSPA) proficiency assessments in Mathematics. The generic rubric helps ensure that students are scored in the same way for the same demonstration of knowledge and skills regardless of the test question. More information on Open-Ended items and related scoring is also provided in the *Mathematics Instructional Guide*.

## **HOLISTIC SCORING GUIDE (GENERIC RUBRIC) FOR SCIENCE OPEN-ENDED ITEMS AND PERFORMANCE ASSESSMENT TASKS**

The zero-to-three-point generic scoring rubric below was created to help readers score open-ended responses consistently. In scoring, the reader should accept the use of appropriate diagrams, charts, formulas, and/or symbols which are part of a correct answer even when the question does not specifically request their use.

**3-Point Response:** Student response is reasonably complete, clear, and satisfactory.

**2-Point Response:** Student response has minor omissions and/or some incorrect or non-relevant information.

**1-Point Response:** Student response includes some correct information, but most information included in the response is either incorrect or not relevant.

**0-Point Response:** Student attempts the task but the response is incorrect, irrelevant, or inappropriate.



## **APPENDIX C**

### **DISTRICT FACTOR GROUPS**

The District Factor Group (DFG) is an indicator of the socioeconomic status of citizens in each district and has been useful for the comparative reporting of test results from New Jersey's statewide testing programs. The measure was first developed in 1974 using demographic variables from the 1970 United States Census. Revisions were made in 1984 to take into account new data from the 1980 United States Census; and in 1992 from the 1990 United States Census. The DFG designations were updated again in 2004 using the following demographic variables from the 2000 United States Census.

- A. Percent of adult residents who failed to complete high school
- B. Percent of adult residents who attended college
- C. Occupational status of adult household members:
  - 1 = laborers
  - 2 = service workers (except private and protective)
  - 3 = farm workers
  - 4 = operatives and kindred workers
  - 5 = protective service workers
  - 6 = sales workers
  - 7 = clerical and kindred workers
  - 8 = craftsmen, foremen, and kindred workers
  - 9 = quasi-professionals
  - 10 = managers, officials, and proprietors
  - 11 = old and new professionals
- D. Unemployment:  
percent of those in the work force who received some unemployment compensation
- E. Poverty:  
percent of residents below the poverty level
- F. Income:  
median family income

The variables described above were combined using a statistical technique called principal components analysis, which resulted in a single measure of socioeconomic status for each district. Districts were then ranked according to their score on this measure and divided into eight groups based on the score interval in which their scores were located. Eight DFGs exist based on the 2000 United States Census data. They range from A (lowest socioeconomic districts) to J (highest socioeconomic districts) and are labeled as follows: A, B, CD, DE, FG, GH, I, J. Updating the DFGs has not changed any district's designation as Special Needs or not Special Needs.

The DFGs based on the 2000 United States Census result in eight groups of different sizes depending on their score. The number of districts in each DFG is now as follows:

<u>DFG</u>	<u>Number of Districts*</u>
A	39
B	67
CD	67
DE	83
FG	89
GH	76
I	103
J	25

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\*Includes all New Jersey's public school districts (regardless of school configuration or grade levels served)

## APPENDIX D

### FREQUENTLY ASKED QUESTIONS (FAQS)

1. *Q: When we report disaggregated GEPA results by gender, ethnicity, migrant status . . . , should we take into consideration the number of tested students in a subgroup?*

A: According to the NJ DOE policy, when the number of tested students in a subgroup is less than 11, no disaggregated data should be reported to the public due to statistic instability.
2. *Q: Which office should we contact if we have questions regarding Adequate Yearly Progress (AYP)?*

A: Contact the Office of Title I Program Planning and Accountability at (609) 943-4283.
3. *Q: In past years, test coordinators attended score interpretation training sessions. This year there are no such training sessions, where can we find the training information?*

A: The training first came online in 2003. You can find all the training materials on the website <http://www.ncsschoolhouse.com/>
4. *Q: How can we best explain year-to-year result changes to the public?*

A: It is important to carefully examine percentages at each proficiency level (or scale score means) for several years in order to do trend analyses. Due to cohort differences in the tested population, slight fluctuation is unavoidable. But a downward trend for several years may indicate need for improvement.
5. *Q: How do I request a rescore for a student who did not fall in the automatic rescore range?*

A: There is no “request” for rescore process any more. Only scores determined by the automatic process will be rescored. Only scores within the range of 197 – 199 will be part of the automatic rescoring process.
6. *Q: How do I request a rescore for a student who was within three (3) points of the Advanced Proficient cut point (247–249)?*

A: Only scores determined by the automatic rescoring process will be reconsidered.
7. *Q: Why should I never compare Cluster Means or Raw Scores from year to year?*

A: To establish comparability of GEPA results from year to year, a statistical approach called “equating” is used. Due to the small number of test items in each cluster, Cluster Means may vary from one year to another. Equating is only done at the Scale Score level so the Cut Scores are always at 200 and 250. Therefore, it is statistically unsound to compare Cluster Means and Raw Score Means across years.





NJ Score Interpretation Manual



NJ000000866